



## UNIT THREE: WHAT ON EARTH IS ADVERTISING?

Focus curriculum area      Health and Wellbeing  
Supporting curriculum area      Information and Communication Technologies (ICT)

Students investigate how gambling is represented by advertising. They will develop greater critical awareness and sensitivity to media forms and how they are used, or can be used, to promote or criticise gambling. Students will develop a set of skills and attitudes to support them when dealing with advertising in the future, particularly in relation to gambling

**UNDERSTANDING GOAL 1**  
..... page 75

Students will understand that the advertising industry uses a range of techniques in order to persuade people.

*What does the advertising industry do to influence me?*

**UNDERSTANDING GOAL 2**  
..... page 80

Students will understand how to interpret advertising strategies in order to make informed choices about gambling in the future.

*What will I think and do when I see gambling advertising in the future?*

### KEY MESSAGE FOR STUDENTS

**Students need to balance the ways gambling is presented in advertisements with information about the chances of winning, and the personal and social costs of problem gambling discussed in Units One and Two.**

**Hardly any people win over time. Problem gambling has serious personal and social consequences.**

**Advertising does not present the complete picture.**





### Selling a chair

Place a chair at the front of the room. Tell the students that they will be asked to create a fun live advert in which they sell this chair to the rest of the class – like live television advertorials.

Divide the students into groups. Each group will design, rehearse and perform their advert.

Watch the adverts and discuss ways in which the chair was sold.

- Was it sold based on its qualities?
- Was a dream attached to it?
- Which advert seemed to be the most effective? Why?

#### Discussion

Discuss with students the methods that were used and their knowledge of advertising. Tell students that within this unit they will be analysing advertising within the gambling industry.

### Assessment as learning

Have students reflect upon, and enter into their Reflective Journals, the techniques used to sell the chair. Students should recognise and explain how these techniques are used in examples of commercial advertising.

- What techniques were used to sell the chair?
- Can you think of examples in commercial advertising that use one or more of these techniques?
- What have you learned about advertising techniques that you did not know before?
- How could this learning relate to the advertising of gambling? Explain.

### Assessment for learning

Use the selling a chair activity as an introduction to the topic and as a fun way of auditing student knowledge. Look for student awareness of advertising techniques – the stereotypes and the subtlety. Identify weaknesses and strengths in student knowledge and let this guide you in further activities, e.g. students may be very aware of overt advertising techniques yet lack understanding of subtle methods.

UNDERSTANDING GOAL 1

Students will understand that the advertising industry uses a range of techniques in order to persuade people.



**Brainstorming. Advertising**

Divide students into groups and ask each group to place the word 'advertising' at the centre of a sheet of butcher's paper and brainstorm as many examples of advertising that they can think of.

- Compare each group's results.
- What patterns do you see?
- Are there other forms of advertising that have not been recognised? Consider mentioning about product placement in films. How could product placement be used to promote gambling? Give examples.

Tell students that aliens have been intercepting advertising messages from earth via satellite communications and reconnaissance visits to earth. As a result, they are gaining an insight into the ways humans think, based on the way advertising is designed and perceived. Tell students that in order to take on the role of aliens, which they will be asked to do later in this unit, they will first need to gather information about gambling advertising on earth.



### Collecting adverts

Discuss with students the ways in which they can gather information about advertising within the gambling industry. Consider the use of digital cameras, extracts from newspapers and magazines as well as video recordings. Ask students to collect and bring in examples for future lessons. Examples can be placed, or referred to, in Reflective Journals. Examples can also be discussed at appropriate times.

- What is the advert telling us about gambling?
- How does it make you feel?
- What do you think?
- What techniques is it using to persuade you?

### Show students general adverts

Show students examples of advertising materials from magazines and television. They may like to bring in their own examples. Ask students to divide into groups and discuss their first impressions about one advert. Have them report back their findings.

Emphasise that students should also collect examples of advertising that challenge traditional gambling industry advertising, e.g. from support agencies and culture jamming organisations.

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### Assessment for learning

Use this short activity to determine the level of student literacy in deconstructing adverts. Are students able to recognise how text and image can be used to create meaning? Determine whether you wish to teach about advertising by yourself or in collaboration with a specialist media teacher. Determine whether you wish to explore advertising within one class or a complementary media class.

UNDERSTANDING GOAL 1

**Discussing favourite advert**

Tell students that you will soon be exploring the key concepts in advertising. Ask students to divide into small groups and discuss their favourite adverts. Have students report back their findings.

- What is your favourite advert?
- Why do you like it?
- What techniques or strategies does it use to affect you?
- Does reflecting upon its persuasive strategies make you see the advert from a different angle? Explain.
- Why can it be useful for people to see advertising in a new light? Explain.



**Activity**

**Looking at print advertising examples from  
*What's the Real Deal?***

Show students examples of print advertising about gambling from the kit. Encourage students to conduct a Think-Ink-Pair-Share activity based around the questions on the following work sheet. Responses can be entered into Reflective Journals.

Students share their findings with the rest of the class.

**Assessment as learning**

Discussion.

Having heard other students' responses to adverts, what have you learned about advertising that you did not know before?



**Looking at print advertising examples from *What's the Real Deal?***

- What is the advert selling?
- How does it make you feel?
- How does it make you think?
- Do the others in your group see the advert in a different way? What can this tell us about advertising?
- What are the advertisers doing in order to make people want to participate in gambling?
- Do you agree with how the advertising is selling gambling? Explain.

UNDERSTANDING GOAL 1



**Activity** Introducing key advertising concepts

Introduce students to key concepts within advertising.

- Adverts are constructed. People make decisions on what goes into them and for a range of reasons.
- Adverts, like films, create a view of the world. What is this view?
- Adverts are designed to appeal to particular audiences, for example a youth audience; a retiree audience; a middle-aged male audience etc.
- Adverts try to make people feel, believe and do something, e.g. some adverts create anxiety and then offer a product to reduce that anxiety.
- Adverts appeal to particular values: things that some people in the audience believe. These beliefs are not always the truth; for example, the belief that owning new things will make you happy, or more confident, or more attractive to people.

**Guest speaker**

Consider inviting a guest speaker from an advertising agency to speak about the decisions that go into making adverts. Have students design a range of questions to isolate the decisions and choices used in the advertising industry to create an imagined product and to influence people.

UNDERSTANDING GOAL 2

Students will understand how to interpret advertising strategies in order to make informed choices about gambling in the future.



**Jigsaw. Looking at gambling adverts**

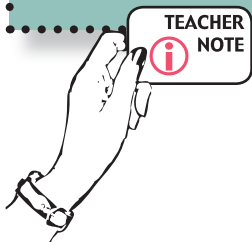
Show students other examples of print adverts/billboards from the kit including the TasKeno television advert on the supplied DVD. Consider showing examples that students have collected.

Choose a set number of adverts and conduct a jigsaw activity in which students form home groups. Each student from the home group is then assigned a key group that dissects a particular advert. Each student returns to his/her home group and reports findings on their advert to home group members.

Ask students to answer the questions on the following work sheet.

Make sure that advert examples are made available for each home group member to see.

Explain to students that they need to be aware that adverts are designed to be persuasive. It is very important to ensure students look critically at adverts and not passively accept the adverts' messages. Monitor responses. Say that the TasKeno advert is shown after 8.30pm. It is intended for an adult audience.





**Looking at gambling adverts**

- Were you influenced by the advert? Explain.
- Who is the intended audience?
- Does the advert appeal to people's feelings?
- Does the advert represent the real world or something else?
- Is the advert pushing a particular point? Do you agree with it?
- Was the advert seen differently by people within your group? How? Why?
- What characters are in the advert? How do they behave/appear?
- Are there tensions created that the product will 'solve'?
- Which colours and design elements (writing style, pictures, placement of images etc.) are used? Why?
- In the TV advert what music is used? Why?
- How are the slogans used?
- What other tools are the advertisers using to try to influence consumers to buy their products?



### Assessment as learning

Ask students to return to their study group – the group in which the advert was analysed – and discuss the following questions. Students can then report findings to the home group.

- If you were asked to turn this advert on its head, and present the opposite view, how could it be done? Explain.
- Having heard a range of adverts being analysed, what have you learned about adverts that you did not know before?
- How can you approach adverts critically without being drawn in by them?

### Extension activity

If students wish, they may like to create their own satirical adverts that challenge and subvert existing adverts. Students can present their adverts and discuss how they have challenged the existing advert. This approach can increase student sensitivity to persuasive techniques and showcase their ability to deconstruct and reconstruct meaning.



### Alien role play

Tell students that they will now create the alien role play. Using humour and creativity, ask students to invent the alien race, their names, their characteristics, their world and spacecraft, and the ways in which they access information about gambling advertising on earth. Students may like to discuss this within groups first and then report their findings. The class can then use consensus to determine the characteristics of their alien race.

Ask students to facilitate and conduct a meeting, in role as the aliens, in which adverts about gambling on earth are deconstructed. What are these adverts telling us about the people who make adverts, the gambling industry that commissions them and the people who read/experience them on earth?

- What are the adverts telling us about people and their beliefs?
- What are the adverts telling us about advertisers?
- What are the adverts telling us about gambling?
- Will earth be such a great place to visit? Explain.
- What is real and what is fantasy?
- What sorts of things do humans believe?
- Do some humans see through adverts? Explain.

### Assessment as learning

Having conducted the fun role play, have each student enter into their Reflective Journal what he/she has learned about advertising within the gambling industry:

- What does the advertising industry do to influence me?
- What things have I learned that I did not know before?

### Assessment of learning

- Observe the meeting and take notes on student responses. Ask students to put responses on paper. These can be assessed and later placed in Reflective Journals.
- Assess how learning has progressed during the course of the unit – new insights.
- Assess students' understanding of:
  - methods used by advertisers and gambling organisations to influence people
  - a clear distinction between the real world of gambling and the artificial world of the advert: myths versus reality.



### Creating a story or diary entry. "In the future..."

Ask each student to create a short story, or diary entry, in which he/she, five years in the future, is faced with gambling and its advertising methods.

- What will I think and do when I see gambling advertising in the future?

Ask students to list the sorts of thoughts they would have upon seeing an advert.

You may like to create an example:

I am looking at an advert. It is about gambling. I have just turned 18 and am thinking of going to the casino. It is an interesting advert using lots of computer generated imagery. I am really drawn in by it but there is a part of me that isn't sucked in. No, the advert looks a little too glamorous. It shows...

### Listen to students' stories

Listen to the stories or diary entries. Discuss in reference to approaches that students will take and the variety of these approaches.

#### Assessment of learning

Assess students' understanding of:

- how to form critical, informed judgments about gambling as it is represented in adverts, and about advertising generally
- a wide variety of ways people can respond to adverts.

Students may find it helpful to consider *Decision-making steps* on page 108 to assist with this task.

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NOTE

